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Vermont Receives High Marks on Special Education Determination

MONTPELIER – The State of Vermont has received the highest determination possible (a "meets requirements" rating) for its 2013 Annual Report on Special Education.

Each year, every state and territory in the union is required to file an Annual Performance Report (APR) detailing activities and results for 20 various compliance indicators established by the Federal Office of Special Education Programs (OSEP).

"This is a huge effort encompassing months of work each year by staff both in the Agency of Education and in local schools," said Alice S. Farrell, State Director of Special Education.

These indicators demonstrate statewide outcomes for students with disabilities. Each indicator requires data about successes and needs of students with disabilities in schools across the state. Sample reporting indicators are: graduation and drop-out rates, testing results, timelines for eligibility for special education determinations, student and parent feedback, and post-secondary school outcomes.

The primary focus of monitoring must be on improving results for infants, toddlers, children and youth with disabilities and their families and ensuring that states meet those Individuals with Disabilities Education Act of 2004 (IDEA) requirements. Vermont received positive approval ratings on all twenty 20 required indicators for the 2011-2012 school year. Alice S. Farrell, State Director of Special Education, said this determination is a significant milestone for Vermont Schools.

"We now have a strong cadre of schools doing well in the area of special education," Farrell said. "Vermont's schools should be very proud of the work they have done to support these results."

More information about Vermont's APR and the determination letter can be found online: http://bit.ly/12EbhbQ.

Please contact Alice Farrell, State Director of Special Education, at (802) 828-0555 with questions.

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